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The need of a college for women in New Jersey

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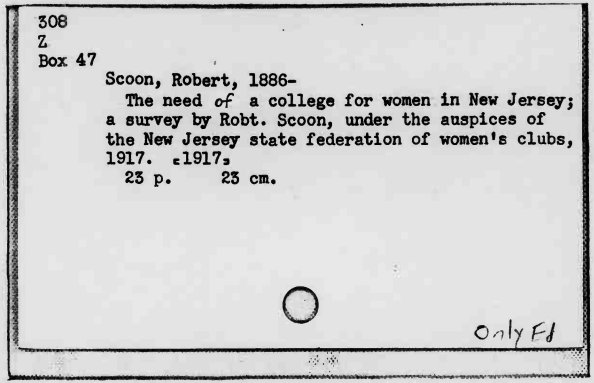
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THE NEED

OF A

COLLEGE FOR WOMEN

IN

NEW JERSEY

A SURVEY BY ROBT. SCOON

UNDER AUSPICES OF THE

NEW JERSEY STATE FEDERATION

OF

WOMEN'S CLUBS

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N.J. Room Z 5117

A Survey of New Jersey For a Woman's College.

IN NEW JERSEY the present facilities for the higher education of women are limited to the short courses in Agriculture and Home Economics of the State College at Rutgers, and to the Catholic institutions, St. Elizabeth's, at Madison, and Mount St. Mary's, near Plainfield. Without the slightest criticism of these centers of learning, the question has been asked whether there was a need for further opportunities of a similar nature in this State. With Princeton, Rutgers and Stevens Institute wholly or largely devoted to the training of men, it has been suggested that this section of the country was not paying due attention to the needs of its young women. Accordingly, a proposal has been made to found a woman's college.

"Are all the women's colleges full?" This question was the retort made by a teacher in one of our large commercial high schools to my request for his views on the proposal, and it may well suggest the advisability of putting aside at the outset all preconceived sentiment on the subject and of first investigating thoroughly the need for another educational institution. It has been maintained that the efficiency of our American system of higher education is impaired by the large number of small colleges, which produces a wasteful duplication of equipment and prevents the concentration of resources; and while the criticism is applicable chiefly to colleges for men, it should serve as a danger signal to those who propose to increase the number of women's colleges. Moreover the present financial condition of higher education, with college after college begging for money, should sober any new plan to incur heavier liabilities in the future. For if the colleges that now exist find it difficult to obtain the funds necessary to keep up with the rising standards of education, only a well defined need should call for any further effort to turn more of the country's resources into expenditures for the same purpose. The only justification, therefore, for another center of learning would seem to be a reasonable assurance that the present facilities are not sufficient to meet the demand.

1. THE NEED.

Since those who are now in charge of the secondary education are in the best position to know the needs of the situation through their

constant association with pupils and parents, I undertook to canvass the Principals of High Schools and the Superintendents of Schools in this State, in order to find out whether they had felt any demand that was not being properly met. Either by letter or by personal visits, I have been in touch with 100 of the 156 Principals of High Schools; of that number 65 have felt a definite need for a woman's college in New Jersey, and 83 have gone on record as believing that such a college should be established. The schools whose principals have felt a need for this institution that does not exist are not entirely those in the smaller cities and villages, but include such great high schools as the Central of Newark, the East Side of Newark, the Wm. L. Dickinson High School of Jersey City and those of Montclair and Westfield. From these schools, on figures given me by their principals, more than 1,500 girls are graduated each year.

There are fifty-eight City and County Superintendents of Schools in the State and I have gained data from forty-three of them. Thirty-four have felt a need for a woman's college near at hand, among them being the City Superintendents of Jersey City, Newark, Paterson, Passaic, New Brunswick, Montclair, East Orange, and the County Superintendents of Mercer, Camden, Essex, Atlantic and Ocean.

Now there is undoubtedly a certain amount of sentiment in the minds of some principals and superintendents, who have said that they did not think New Jersey girls ought to be obliged to go out of the State for their college training. One county superintendent wrote: "I observe very many fine young women going out of the State to enter college. It should not be necessary." And a city superitendent, affirming his belief that a woman's college should be established in New Jersey, explains: "I must go to other States for my high school teachers." It is perhaps wise to state that I have not included these instances or any others like them in the figures I have previously given. What does it matter whether a girl living in Jersey City crossed the Hudson River or the Raritan in order to gain an education? And is the public school system of this State lowered by the admission of women teachers from New York or Pennsylvania? Such feelings of loyalty to one's State, though perfectly acceptable in private affairs, are peculiarly inappropriate where they involve official policy or institutional efficiency; and in this case they indicate a failure to appreciate the question to be solved.

On the other hand it is evident that many of these authorities have been confronted by a proper demand for further educational facilities.

I should like to quote from two of them. Mr. Henry Snyder, Superintendent of Schools in Jersey City, whom I have to thank for much valuable aid, writes: "There is undoubtedly need for a first class woman's college in New Jersey. The need for it is evidenced commonly by the expression of parents to the effect that they do not care to have their daughters go to college very far from home, although they do want the latter to have the advantage of college life." Mr. Eli Pickwick, Jr., Principal of the East Side High School in Newark, writes that there is need for a college for women "because particularly among the foreign born population the girl's improvement is neglected and everything done for the boys in the family" where the resources are not equal for both. The principal of one of the largest high schools in the State told me that a large number of the girl graduates, who wish a higher education, require scholarships in order to gain it; that he places as many of them as he can find scholarships for and the rest have to give up college; and that those who are now deprived of further training on account of expense would undoubtedly welcome an institution near at hand where they could gain the knowledge they desire. The crowded condition of many established colleges for women, where applicants must register several years before they can gain admission, is given by another superintendent as a reason why some of his pupils have not got the education they wish to have. This may seem a rather doubtful cause of failure until one is told that very many high school pupils do not decide to go to college until they are in their third or fourth year, when it is often too late to be admitted to one of the traditional women's colleges.

I could multiply these documents showing that the high school authorities of the State are faced with a demand for aid to higher education which they cannot meet, but it will perhaps be sufficient to indicate the two causes for this failure that appear most commonly in the answers of the principals and the superintendents. The first of these is the cost of sending girls away to college; it is not merely that the tuition, room rent and living expenses are too high, the transportation also figures to a large extent. In families that have hardly sufficient means to put the daughter through a college course there are three items of expenditure to be considered: tuition, living expenses and transportation. The first may be taken care of by a scholarship, the second through work done after hours, usually in return for board and lodging, but the third means a sum of money that must be earned in cash beforehand. Hence it is that for many girls traveling expenses form one of the chief obstacles to a higher education. Of course, the case is not

usually as simple as this would sound. New York City with its immense educational facilities is within easy reach of Northern New Jersey and the railroad fares to it are low. But it is only the strongest girls who can commute daily from their homes to a metropolitan center of learning, and many instances have been described to me where parents did not care to have their daughters live in the city while working for a degree. Then, too, there is not a large number of scholarships available and they are difficult to obtain; often they are given only upon examination at the college and that would necessitate a journey thither, with its consequent expenses and the chance that the prize would not be gained. Nearly every case, on the testimony of the high school authorities, is complicated by one or more of these factors and the combination sometimes means that the girl does not pursue her training.

A second difficulty that I found much more frequent than I had anticipated is distance, and apparently this operates as a deterrent factor far more insistently in the higher education of girls than of boys. It is difficult to explain, because no doubt it often exists as a vague and uncriticized feeling in the minds of the parents; it is there and that is all there is to be said. But in other cases it is not quite so unreasoned. The health of some girls is so uncertain as to make their fathers and mothers rightly apprehensive of a long period of work at such a distance that they cannot have the proper attention from home, for no matter what the vigilance of the college authorities may be the instances of breakdown under the strain of a four years' course have been numerous enough to reach the ears of most families whose daughters are contemplating a degree. There is also a strange phenomenon that probably happens rarely, but which, where it has occurred, has filled the minds of guardians with a suspicious hostility toward college education for girls. In some instances young women have gone away to institutions of learning for such long periods of time that they have lost touch with their homes and have become so imbued with the standards of life in vogue at the college community that they are dissatisfied with the old conditions to which they must return. But part of these new ideas is a profound conviction of the inherent gentility of the liberally educated, and this feeling often prevents the disgruntled graduate who returns to her parents from getting out into the world—working, if necessary—and so correcting her assumptions by contact with life. Instead, convinced of her own superiority, she shuts herself up with her beloved literature or takes on airs that produce hard feelings, and so becomes less useful and more unhappy. I do not think the examples of this are numerous, and

probably more harm is done by the imagination of other people than by the actions of the girl herself; but I know that fear of this on the part of some parents has militated against the college education of their daughters. In these as well as in many other more private ways does distance enter into the question of higher training for women.

To this I should perhaps add a word of warning. It is not now our business to sit in judgment on parents and to condemn them for using such reasons as these. We cannot dismiss one set of cases with the remark that it is all foolishness for parents not to want their daughters to live in New York City while getting their education, nor another by saying that if girls have any sense at all they will not ruin their health by overwork and eating candy. Such denunciations will not help the situation before us. On the testimony of the school authorities, the facts are that some girls—apparently a considerable number—are prevented from going to college by the expense and the distance, and these facts explained in this way or that must either be taken or left. Seventy of the 100 principals with whom I have been in touch said that some girls were kept from further training because there is no proper place for it near at hand; and the only possible commentary on this state of affairs is action.

I therefore find that a definite need for a woman's college is felt in New Jersey.

2. INCREASING THE DEMAND.

In considering the proposal to create something it is usual to examine not merely the reasons for its creation, but the probable effects of its existence. In this way its usefulness can be gauged beforehand. So in the present plan it will be of advantage to imagine a college already established and then try to estimate the results.

In the first place, it will be likely that few, if any, of the girls who would go to one of the traditional colleges, such as Vassar or Bryn Mawr, will be diverted to the college in New Jersey; that is, the number of girls who go from this State to these older seats of learning will remain constant. For most of the young women who want the sort of training given by these institutions will not be influenced away from them by the founding of a new institution. The attractions of these places will remain the same and will in all probability continue to draw the same number of students from this locality. Nor should we wish it otherwise. An educational institution is not started with the idea of enticing pupils away from other institutions where they are being well

trained. The college of which we are thinking already has a raison d'etre that removes it from the region of competition for scholars; and though a small number that now seeks an education in large universities at a considerable distance, like Syracuse, Cornell, Ohio and Indiana, may find it more convenient to pursue their courses nearer home, these few should not be taken into consideration against the interests of the many who will welcome the establishment of this new college as their only chance to gain a higher education.

The foregoing would be called a negative result. There is, secondly, a positive result which I believe would be of the highest importance to the neighboring communities. If you scrutinize the rolls of the principal colleges where women are educated you will find that in the case of most of them a large percentage of their pupils come from nearby territory. In a list of 25 well known colleges and universities ranging in location from Massachusetts to Maryland the average per cent. of girls from the State in which the institution is situated is 67. (The list with a numerical table is given as Appendix II.) And we may feel certain that if the proposal for a college in this State is realized a similarly large ratio will be found.

The principle underlying these figures would seem to be that generally an institution of learning appeals most strongly to the scholars of its vicinity. We may go still further and analyze this statement according to its inherent probability. We know that in every locality there are girls who desire an education and who will get one if conditions are favorable; for many of these the founding of a college close at hand will make conditions favorable for the first time, as I have already tried to show. But there are also large numbers of high school pupils who require to have the matter of further training brought to their attention by some outside agency before they will make the necessary effort to gain it. An institution of learning easy of access, near enough to be well known, and with sufficient prestige to compel attention would in my belief furnish not only an opportunity but also a stimulus for the young women within reach of its influence. In this way it would both satisfy the need that now exists and would increase the demand. In other words, the creation of a college in this State would multiply the number of those who wish a college education.

A concrete illustration will bring home the meaning of this observation. From data very kindly given me by the school authorities of Atlantic City, I understand that conditions there are somewhat as follows: In matters of education, Atlantic City is a comparatively new place,

where there is no tradition of higher education, as there is in many towns of New England. Men do not go to college because their fathers did. Hence one of the tasks of the high school teachers is to convince parents of the value of a higher education and to instill an ambition for it in the pupils. And so no need for another woman's college has been felt here; but once such a college is established, it will reflect back on the high school a desire for higher education and girls will shape their courses with the purpose of advancing to the next stage of training. Thus the existence of a college will infuse a desire to gain its advantages and will furnish an ideal to high school work in the surrounding territory.

Numbers of school authorities have expressed a belief in the working of this principle and it becomes of great importance on account of the quickly lengthening list of high school graduates in the State. The following table will be of interest in this respect:

FROM THE ANNUAL SCHOOL REPORTS OF NEW JERSEY.

HIGH SCHOOL ENROLLMENT.		GRADUATED FROM HIGH SCHOOLS		
			Boys.	Girls.
1912	28,479	1912	1,180	1,940
1913	33,142	1913	1,597	2,130
1914	38,099	1914	1,574	2,454
1915	44,314	1915	1,780	2,751

It will be seen that not only is the high school enrollment very rapidly increasing, but the number of graduates has becom over 45% greater in the four years. Also the girl graduates are about one and one-half times as many as the boys. Now with this already large but rapidly growing number of girls who are graduated every year from our high schools, there is a wonderful opportunity for an institution of collegiate rank to furnish an incentive for continued effort. More and more young women are going to the Normal Schools which are within their reach and I am convinced that if a college for women were established at a convenient point it would appeal to a large proportion of high school graduates who now go no further or who have to be content with a Normal School training.

In this connection and as an instance of the rule that a college furnishes an incentive for learning to young people in its vicinity, it will be interesting to consider the probable effect of our proposed institution on the teaching staff of our schools. Although it is not absolutely necessary for all high school teachers to have a college degree, I think it would be true to say that the authorities are working in that direction; and there are some who believe that even the instructors in the grades

should be required to have a college training. Certain it is that for most positions in the large high schools of the State a bachelor's degree is essential. Now this makes it necessary for a girl who is graduated from school and who wishes to teach, either to overcome the obstacles of distance and expense and seek her training in some established university outside of the State or else to go to Normal School, with the probability of remaining a grade teacher for the rest of her service. But the establishment of a college for women in New Jersey would make it possible for large numbers of girls to fit themselves more properly to become school teachers and that is one reason why so many principals who have felt no actual need for it among their pupils have favored this proposal.

Moreover, it is not only the authorities who recognize the value of a college training for school teaching, but the teachers themselves. In a high school in a large city in the northern part of the State there is a woman teacher who spent 18 years in taking a B. Sc. and another who won her B. A. after 13 years of work. Other teachers take courses of study at nearby universities in the afternoon and evening or in the summer sessions, recognizing that even the training without a degree is an aid in their own classrooms.

The reason why the high school authorities put such a value on a college course and why the teachers recognize this value was succinctly put by a principal with whom I talked: "The teacher gives the pupil only the vision that she has and therefore that vision should be as enlightened as possible. The teachers ought to have the ideals inculcated by a higher education and many of them would be only too glad to get these if they could afford to go to college. An institution that would be within their reach would be welcomed by hundreds of them."

I should like to quote also two of the Commissioners of Education. Mr. A. B. Meredith, Assistant Commisioner in charge of Secondary Education, has written: "It is my judgment that New Jersey needs additional opportunities for the higher education of women and I am heartily in sympathy with your efforts in this direction. Such an institution should have a very definite program as to just what it proposes to do in education." In the New Jersey School Report, 1915 (page 35), Mr. Calvin N. Kendall, Commissioner of Education, has these words: "I cannot but regard it as unfortunate that so few of our high school teachers are educated in New Jersey colleges and universities. The movement for a college for women in New Jersey should be encouraged. I am convinced that there are large numbers of New Jersey young women, graduates of our high schools, young women of ambition and even of talent, who would find their way into such an institution."

I therefore believe that a woman's college in New Jersey would not only satisfy the need for higher education, but would also largely increase the demand for it.

3. DECISION AND ACTION.

Suppose that both the conclusions under the foregoing captions are granted, that there is a need already felt for a woman's college in this State and that such an institution would by its very presence increase the demand for higher education among the young ladies of New Jersey. Before you proceed to use these propositions as motives for action you must recognize explicitly that there is a presupposition underlying them. It is this: That these girls, who wish an education but cannot get it and those who can be made to wish it and get it, should have it.

This is not mere juggling with words. It is the ultimate ground for action or inaction. If you establish a college, the reason for it will be because you believe that certain young women should have the benefit of it, and you must first decide that they should.

In the higher education of men, the Philistines are upon us, saying that too many men go to college and that a considerable number of them, coming from improper reasons such as social prestige, do not work hard enough to warrant the expenditure of four years' time and a large amount of money. I have never heard that these Philistines were so ungallant as to attack women, but it is conceivable that they may if the ranks of female graduates increase. At any rate, your defense must be ready and you must believe it is worth while to give an education to an additional number of girls, before you commence to build the institution.

From the fact that the present inquiry into the need for such an institution has been ordered, I take it that you already believe this.

4. CHARACTER OF THE COLLEGE.

The character of an institution depends very largely upon its purpose, and I believe in our present investigation we can determine the kind of college to be founded by examining frankly the reason for it. The matters of location and expenses are intimately connected with this question, but must be left for separate consideration. We are now concerned only with educational policy.

It would appear that the primary purpose for which this college is to be founded is to give an education to those who are now deprived of

one, and if that is so, the education given should be suited to the needs of those to whom it is offered.

I have taken particular pains to inquire of the Principals and Superintendents for what kind of girls they thought the need of a higher education was greatest and what sort of a training these should have. Almost without exception the answers have been that young women who should have these new advantages could be embraced in two classes: those who have to earn their living by teaching or some kind of secretarial work, and those who wish to have a good general education together with—and this is always emphasized—a training that will fit them to be efficient housekeepers. The fact that many individuals of the former group later marry and have homes does not vitiate their being included in this division, for when they go to college, they are under the necessity of preparing themselves to work for their daily bread. There are, therefore, these two classes of girls to whom the proper training must be offered, if they are to take advantage of the opportunities of a college.

The group of girls who will have to work may be subdivided into those who wish to teach and those who desire secretarial or clerical positions. There are, of course, some who will fall into neither of these categories, but their number is comparatively small and their requirements are special, so that their consideration may be left until the need for it arises in concrete form.

A thorough course of preparation for prospective teachers must always include three elements, a broad cultural foundation, specialized work in the particular subjects which are selected for teaching and training in the methods of instruction. A cultural foundation is given by the ordinary courses to be found in the curriculum of any good institution of higher learning, namely, languages and literature, history, science and art. The special subjects generally chosen for teaching by women are, besides those embraced under the classification just given, the household arts, music and physical culture; the last of these two, however, demand a staff of trained experts if they are to be effectively taught, so that it might seem best not to include these departments in the college at first except in so far as they are necessary for school teachers. But there can be no doubt about the necessity for a large and well organized course in the household arts. Thirdly, there should also be facilities for training in the methods of instruction. And this does not mean merely relisting a few courses in the Department of Psychology as teachers' training courses; it means that there should be bona fide

instruction in the theory and practice of teaching, by means of lectures, recitations and frequent visits to the schools of the vicinity. In fine, the preparation for teachers will necessitate courses in languages and literature, history, science, art, the household arts, and methods of instruction.

The second subdivision is composed of those girls who intend to take up secretarial positions. At first it might seem that special training in stenography and library work would be the only requirement of this group, but a further consideration will show the error of such a view. A knowledge of Spanish, for instance, is a great asset to a young woman who seeks employment from large business houses or banks in the cities, and French or German is essential for librarians. In general, I think it would be true to say that the better the education, the higher the pay in this sort of work; and if that is so, those who are preparing for positions of this character should be given a broad general education as well as special training in stenography and library management.

The second large division, to which this proposed college will appeal according to the High School authorities, comprises those girls who do not need to work but who wish a good general education together with more detailed instruction in the art of making and keeping a home. Many Principals have been insistent on the necessity for this sort of instruction, saying that there is a very definite and a growing conviction in their communities that girls should be well educated and good housekeepers at same time. One of the school officials in East Orange put the case thus: "There is a very definite feeling that women should both know the economy of household management and be well educated generally, but there is no institution which will give such a training near by. The need for a college is for one of this charatcer. Most women marry and keep house, but they come to these duties without any training; they do not know how to make a budget of their expenses or the most efficient way of running their household. Afternoon courses for housekeepers in these subjects have been established in the East Orange High School and have met with success. Large numbers of girls would be glad to go to a college which would give them a good general education and a training to fit them to be good wives and mothers." Now if this is the case, the college should maintain the usual cultural courses and should also pay a considerable amount of attention to instruction in the household arts.

A resume of the needs found among the various groups which have been mentioned would yield the following sum: Courses of general, edu-

cational value, including languages and literature, history, science and art, and courses of special training in the household arts, methods of teaching, stenography and library work. It will be seen immediately that this classification comprises both a cultural foundation and what may be roughly termed vocational or special instruction.

These two types of training the school authorities have recommended with an emphasis born of conviction. Of the 100 Principals from whom I have data, 78 have believed that the college should be partly vocational, and 36 of the 43 Superintendents have agreed. Now this means that a great majority of these officials recognize the need for vocational opportunities in the proposed college, but at the same time hold that there should be something more; and those of them with whom I talked have been very definite as to what that something more is. Principals, standing in the midst of masses of machinery where their pupils receive highly technical training, and Principals of the great commercial high schools have joined with principals of schools where the old-time general system still holds sway in demanding that, if this college for girls is established, it shall have a cultural basis. They seemed to take the vocational work as a matter of course and to be concerned lest the general education be neglected. We may feel sure then that neither of these types of training could be safely left out of the curriculum.

Since an examination of the needs of the young women to whom this college will most probably appeal and the testimony of the High School authorities lead to the same conclusion in this question, I recommend that the instruction to be given have a broad cultural basis with widening opportunities for specialization in vocational subjects.

The matter of admission to the college is still to be decided and is important for the reason that it involves one of the weakest points in our modern American education. There is a lamentable lack of coordination between the high schools and the universities, which produces a situation unsatisfactory to each. This question has such a special bearing on the success of our proposed college, which must gain its scholars almost entirely from the high schools, that I feel justified in quoting at some length from one who has thoroughly investigated it. President Pritchett, in the Fifth Annual Report of the President and of the Treasurer of the Carnegie Foundation for the Advancement of Teaching (page 48), writes as follows: "...the colleges have in many cases, while drawing their students largely from the public high schools, set their admission standards wholly out of relation to the curricula of

the high schools; and owing to the prestige which they enjoy they have been able to compel the secondary schools in their various regions to teach such subjects as they prefer and in such manner as they themselves direct. The secondary school, in closer contact with local and social interests, thus finds itself drawn by two forces which at times oppose each other. If it follows without deviation the college entrance scheme in the precise form in which the college formulates its wishes, the high school loses touch with the very needs out of which it sprang, and the heavy decrease in high school enrollment from class to class would appear to indicate that the high school is being estranged from meeting the desires of the community which pays for its support. On the other hand, if the high school should elect to respond decisively to local demands, the graduates could not enter higher institutions, or could do so only with difficulty." This latter alternative I am sure the high schools will never forego, and I know that those in this State are effectively meeting the needs of their localities.

Now it is beyond doubt, as I have said, that if the proposed college is founded, most, if not all, of its students will come from the high schools of the State; and it therefore becomes absolutely necessary to create and maintain a proper articulation between them. Many of the principals in their conversations with me have been bitter in their condemnation of the rules of admission obtaining at present in most colleges, on the ground that the usual prescription of a large number of subjects shuts out all those pupils who have not had the foresight to prepare themselves in just those subjects. "It frequently happens that a pupil in the public high school does not discover that he is likely to go to college until one, two or three years of the high school course have been completed. As things stand now, many of the courses in which he has received instruction and in which he may have done excellent work are entirely useless to him in so far as he may apply them to purposes of college admission." (From a report adopted by the Boston Head Masters' Association, Nov., 1910, and quoted by Pres. Pritchett in his report, p. 52.) It would seem only reasonable that the colleges should do something to better this condition and it will be quite necessary for the woman's college now under discussion to do so in its own case, if it is to maintain its usefulness.

On the other hand, the difficulty is enhanced by the failure of many school authorities to appreciate the fact that a student must be thoroughly prepared in some subjects if the college is to be more than a second high school. I believe the curse of our American education, both

in schools and in institutions of higher learning, is a diffuseness that breeds superficiality; and if the universities attempt to correct this by limiting their students to one or two broad departments of study, the high schools should lend their aid by thoroughly preparing the pupils for these departments. To this end the schools should do all in their power to prevent the young people in their charge from spending the greater part of their time in taking isolated and unconnected courses, the whole of which is usually not as large as the sum of its parts. And the college must not, for the sake of numbers, relax in its insistence on thoroughness of preparation, no matter what subjects are offered.

(b) In conclusion, since this problem cannot be solved by any amount of investigation or argument by one person, but must be squarely met by those most nearly concerned, I recommend that the matter of admission to the college be left to a joint conference of the college authorities, when appointed, and a certain number of High School Principals and Superintendents of Schools to be named by the State Commissioner of Education, this conference to take cognizance both of the necessities of high school instruction and of the need for thorough training felt more especially by the colleges.

5. THE LOCATION.

The exact location of the college is not a matter for this report to determine, but there are several elements of the question, which it will be proper to notice here.

In the first place, the need for further educational opportunities is apparently felt most keenly and most consistently in the heavily populated section of the State around Newark and Jersey City, and many school authorities in this region have been of the opinion that the college would gain in usefulness by being situated nearby. Some have said specifically that while they deprecated a non-residential institution for its lack of atmosphere and of many refining influences that are to be found only in residential college life, at the same time they believed that the opportunities should be so offered that they could be enjoyed by girls who would be compelled to live at home. (See letters from Superintendent Snyder, printed as Appendix III.) I think that this argument is valid, if the greatest benefit is to be given the greatest number, and I therefore believe that the college should be located in the thickly settled region near the center of population.

Moreover, it would be possible to develop a residential college and also to allow some students to commute if necessary, by selecting a site

on the outskirts of a city. The interurban and the local transportation service combined would bring it within easy reach of a wide area, and the additional advantages of such a situation would be manifold. The college could become an intellectual community without the physical and mental atmosphere of a manufacturing and commercial environment. It would thus more easily escape a pervading materialistic spirit, and it would gain the wholesomeness of rural surroundings. The quiet also of such a situation has been suggested as likely to have a very beneficial effect on account of the reputed nervousness of many American girls. Yet at the same time it would be near a city, where it could provide its students with facilities for observation in the schools, investigation of social conditions, and contact with the actual circumstances of business.

There is one further matter of detail. If the benefits of residential college life are to be secured, it will be necessary to have accommodations on the grounds of the college for those pupils who do not need to commute. I am strongly of the opinion (it is, however, only an opinion) that boarding-houses are usually unsatisfactory abodes for students, and Commissioner Kendall joins me in urging the advisability of having dormitories, where, it may be hoped, a large proportion of the young women will find it convenient to live. It is only in this way that the full advantages of a quiet and rural situation can be gained.

For these reasons I recommend that the college, provided with dormitories, be placed in the suburbs of a city near the center of population.

6. FINANCES.

Many existing universities have calculated as nearly as possible their average expense in educating a student for a year, and they have discovered that this amount is several times as large as the tuition fee. This clearly demonstrates the fact that a well equipped college cannot be maintained by the fees of its students, if these fees are at all reasonable from the standpoint of the parents. It is, therefore, necessary for a college to have a large endowment or else to raise a considerable amount of money each year from its friends; and the size of the endowment or of the annual deficit will depend, among other things, on the fraction of the total expenditures that can be paid from tuition.

Now there can be no question but that the need that exists for a woman's college in New Jersey is largely due to the cost of the present facilities for higher education, and if the proposed college is to satisfy this need it must reduce the necessary expenditures of students to a minimum. The tuition should, therefore, be low and there should be a

number of competitive scholarships open to graduates of high schools. It has been suggested by several principals that the State be asked to establish several free scholarships and I believe the plan is a good one, but it should not be attempted until the college is ready with all its arrangements and a definite plan of operation.

With a relatively low tuition (and perhaps several scholarships which would yield the college no financial returns) it will be patent that the proposed institution can hope for only a small proportion of its necessary income from its students. It, therefore, becomes imperative to have other sources of revenue. Now it cannot be too strongly affirmed that a college which is forced every year to raise by subscription a large deficit is gravely handicapped. It is next to impossible for such an institution to adopt a progressive policy, for its administration is constantly hampered by the burden of raising an additional sum for each new improvement. But it is often said, and truly said, that a college cannot stand still; it must either go forward or go backward. Hence the advisability of having not only an endowment which will cover the expenses of operation but also sources of income that will allow of legitimate growth becomes so strong as to amount almost to a necessity, and I urge that this fact be given full consideration in the arrangements for the proposed college in New Jersey.

Respectfully submitted,

ROBERT SCOON.

Princeton, N. J., Nov. 3, 1916.

APPENDIX I.

Copy of the

QUESTIONNAIRE

sent to all Principals of High Schools and Superintendents of Schools in New Jersey.

1. What is the average number of girls graduated from your High School? .....
2. How many of them usually go to Colleges and Universities? .....
3. Do you think that any considerable number of them would go to a woman's college located in New Jersey? .....
4. Do you think that some of them are kept from a higher education because they would have to go outside of the State for it? .....
5. How many women teachers are there in your High School? How many of them are New Jersey women? .....
6. Do you believe that a woman's college in New Jersey ought to be established? Have you felt any definite need for one? .....
7. If so, what sort of a college should it be? partly or entirely vocational? .....
8. What effect, in your judgment, would a college for women in New Jersey have upon the development and encouragement of education in this State? .....
9. Where should it be located in order to give the greatest benefit to the State as a whole? .....
10. Remarks:

APPENDIX II.

Statistics Concerning Women's Colleges.

Name.	Number of Women Students.	Number from Home State.	Percentage. Home State.
Smith	1,725	428	25%
Wellesley	1,452	361	25%
Vassar	1,125	341	30%
Mount Holyoke	791	262	33%
Bryn Mawr	455	127	28%
Goucher	508	269	53%
Wilson	193	143	74%
Wells	202	73	36%
Elmira	276	231	84%
Simmons	1,035	613	59%
Radcliffe	657	497	76%
Hunter	1,599	1,599	100%
Columbia University—			
Barnard	754	628	83%
Teachers' College	1,655	663	40%
Graduate School	651	394	61%
Cornell	733	548	75%
New York University—			
Washington Square College	275	167	61%
Pedagogy and Grad. School	558	398	71%
Syracuse	1,919	1,637	85%
University of Pennsylvania	1,450	1,209	83%
Pennsylvania State College	165	151	91%
Brown	255	187	73%
Johns Hopkins	329	267	81%
Temple University—			
(Arts and Sciences)	372	345	93%
Boston University	806	705	87%
University of Pittsburgh	868	817	94%
Rutgers—			
(Home Economics, etc.)	39	36	93%
Connecticut College for Women	261	219	84%

Includes registrations for 1916-17.

The average percentage of women students from the State in which the institution is located is 67%.

APPENDIX III.

Copy of parts of two letters from Mr. Henry Snyder, Superintendent of Schools in Jersey City.

October 2, 1916.

6. There is undoubtedly need for a first class woman's college in New Jersey. The need for it is evidenced commonly by the expression of parents to the effect that they do not care to have their daughters go to college very far from home, although they want the latter to have the advantage of college life.

7. It should be a college like Vassar or Wellesley, but with ample vocational courses. A college which, in particular, offered unusually full courses for the training of teachers in secondary school subjects would, I believe, be very popular.

8. The effect on education would undoubtedly be very beneficial, especially if intimate connection with the schools should be established. My notion is that for a time during the undergraduate educational courses, perhaps, certainly during the postgraduate courses which ought to be offered, arrangements could be made to give students in education, prospective teachers in secondary schools, opportunities for practice. These opportunities are lacking at present.

.....

9. In a rural community not far from the great centers of population.

As these are found in Hudson, Essex and Passaic Counties, it should be easy of access from these counties. If the college is intended to appeal only to those who can be resident students, in the sense that they constantly live on the college premises, it does not matter where in the State it is located, because any place is easy of access from all points; but I believe it possible to build up a great institution by appealing not only to this class, but to the very large number who must live at home, or prefer to do so, and who still desire the college training. Some of our girls have not gone to college because it has not been easy for them to make this combination. These would not be "resident students" in the college sense. Chicago and Columbia Universities owe their phenomenal success, I believe, to their location in great popular centers, and are patronized by large numbers of students of this latter class. Located as they are, however, in large centers of population, the students do not enjoy genuine college life. This is to be deplored. For this reason I should prefer to see the college located in a rural section.

I ought to say that I always urge parents to send their girls "away to college," that is, to permit them actually to reside on the college premises, and regret it when they are forced to commute. But in planning an institution which shall do the greatest good to the greatest number, and which, at the same time, shall reap the greatest measure of success, we must consider the views and demands of all, hoping that the college influence will gradually make others, or at least many, think as we do.

10. Finally, allow me to say that when we reflect that New Jersey has 3,000,000 people, is a wealthy State, has hundreds of girls who are now going to college out of the State, and hundreds of others who would like to go, and has an unusually large number of public secondary schools splendidly equipped, supported by generous legal provisions, as well as by a generous public sentiment, and of private secondary schools, I feel sure that a college for women is bound to be successful, no matter where it is located or how it is organized. The only question is how it may be made most successful.

October 24, 1916.

In my former letter, in referring briefly to the influence of the woman's college, I had in mind the impulse which a college of high standing would give to the attendance of girls on the high schools of the State, but also more especially the possibilities which would be created for training women teachers of the high schools.

.....

I am sure that if a woman's college is established, and it goes extensively into the matter of training women teachers, it will meet with great success itself and will provide our high schools with better teachers.

APPENDIX IV.

In his forthcoming annual report the Commissioner of Education will make the following statement, which he has kindly allowed me to give here:

"The number of girls graduated from the high schools of the State in the past five years is as follows:

1912	1,940
1913	2,150
1914	2,454
1915	2,751
1916	3,480

"This remarkable increase during a period of five years calls attention to the need of an extension of the facilities for the higher education of women in the State.

"It is easy to say that in New York City and Philadelphia are colleges and universities open to women, and it is true that some of the girls graduating from high school are financially able to attend these and other institutions. Many of these graduates, however, cannot afford the expense, including tuition, transportation and other charges, that this entails. In consequence, such girls do not receive the higher education which their brothers may obtain here in the State—two hundred and forty of them free of tuition charges by means of the State scholarships at Rutgers.

"The young women I have in mind come from homes where dollars must be counted. I am not drawing upon my imagination. I have had brought to my attention many cases of individual girls in the rural communities of the State who were ambitious to receive a college education, but who could not afford to go outside of the State to get it.

"I have no doubt that if a college for women were established in this State within five years it would enroll hundreds of young women—and most of these would be in addition to the number now attending higher institutions outside the State. I say this for two reasons: first, because of the number of girls graduating from our high schools—a number which will soon be five thousand annually; secondly, because the movement for the higher education of women is growing rapidly all over this country.

"The influence of such an institution upon the intellectual life of this State would naturally be very great. Moreover, such a college would educate and train teachers for the schools of the State.

"I am positive that this great need will be met in the near future, for there is so much wealth, there is so much interest in education that New Jersey will not long be content to be in the rear of the States in providing higher education for its women."

MSH 21058

END OF
TITLE